



## The Great Depression and New Deal (2 Weeks)

[Link to 2021-2022 Course Pacing Guide](#)

### Navigate to Sections of the Planning Guide

[Unit Standards](#)


[Essential Questions](#)

[Visible Thinking](#)

[Scaffolds and Supports](#)

[Unit Resources](#)

[Unit Specific PBA](#)

 **Purpose:** The goal of this unit guide is to provide teachers with ready-to-use resources and guidance aligned to the [FCPS Learning Model](#). The layout follows a “[backward design](#)” approach to teaching and learning resulting in a performance assessment. Content resources and instructional strategies can be used to design learning experiences during the unit. Additionally, there are complete, unit specific, performance assessments teams can choose to use. Our standard 1 rubric supports social studies teaching and learning: [Standard 1 Rubric](#).

### Unit Overview

#### Description

Using the past to better understand ourselves, society, and the contemporary world is a core aspect of social studies education.

- This unit on the Great Depression and New Deal is a study in diversity and action.
- The resources and guidance below support the development of students’ thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

#### [Unit VDOE Standards](#)

- **VUS.10.** The student will apply social science skills to understand key events during the 1920s and 1930s

#### **Unit Priority Standards**

- **VUS.10.c,d-** Students will apply social science skills to understand key events during the 1920s and 1930s by examining and evaluating how Franklin D. Roosevelt’s New Deal measures addressed the Great Depression and *the impact it has on students’ understanding of the present.*
- **DI.10-** Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

- **JU.14** - Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

## VDOE 2020 - 2021 Technical Edits and Corresponding Resources

**Note: Some resources contain explicit, hateful, or offensive language and content. Teachers should preview resources before use to prepare students. Resources can also be used to build teachers' subject matter knowledge.**

### 10a. Harlem Renaissance

- African Americans, following the Great Migration of World War I and the 1920s, created vibrant cultural communities in the North.
- One of the most prominent areas of black life was Harlem in New York City, filled with vibrant music and entertainment.
- A number of important poets and writers emerged in that community, including Langston Hughes, Countee Cullen, Zora Neale Hurston, Anne Spencer.
- The jazz produced in the 1920s and 1930s in Harlem and other centers of black population became popular worldwide.

[A New African American Identity: The Harlem Renaissance | BUALA](#)

Article with photos on the Harlem Renaissance. Photos largely concentrate on key people.

### 10d. New Deal (Franklin Roosevelt)

Franklin D. Roosevelt was the first president to have an entirely African American advisor who served in a "kitchen cabinet."

The Social Security Act offered safeguards for workers, **except for domestic workers.** African Americans were discriminated against in these government programs.

[Redlining: Mapping Inequality](#)

Learning resources from New American History for teaching redlining, urban renewal, fair housing, and systemic racism from the New Deal to 2020.

[FDR's Black Cabinet](#)

HTS activity on periodization and significance.



### Essential Questions:

- To what extent was the New Deal an effective response to the Great Depression?
- Who benefitted from the New Deal in the 1930s and who didn't benefit?
- How has the New Deal impacted US society over time?
- How does learning about **the Great Depression and New Deal** impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?

## Portrait of a Graduate:



I plan and organize my speaking for an intended purpose and audience by selecting appropriate language, and I speak with confidence to engage listeners.



I collaborate and support team members in the quest to learn and achieve desired outcomes by making meaningful contributions, adhering to schedules, seeking clarification, and staying focused on the goal.



I participate in solving problems that provide viable and sustainable solutions to my community.



I consider information from different sources and use it in new ways to create products or explore and communicate ideas.

## Considerations for Learner-Centered Environment ([Cultural Responsiveness](#) & [SEL](#))

*Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.*

- **Affirming Student Identities:** *Students thrive when teachers know them well, and affirm their individual and diverse identities.*
- **Class discussions:** *Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.*
- **Cooperative learning:** *Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively*
- **Constructing Knowledge:** *Students make meaning of enduring concepts and systems.*
- **Reflection:** *Students are afforded reflection time to develop self- and social awareness*

### [Ways to build community in your online class](#)

## Purposeful and Balanced Assessment



**Intended Learning Outcomes:** *What will students know and be able to do?*

- By studying the history of the Great Depression and New Deal, students will be able to apply their learning by identifying the various social groups impacted by the Great Depression and explain the obstacles they had to overcome to survive the era
- By studying the history of the Great Depression and New Deal, students will be able to apply their learning by evaluating the significance of government action in the daily lives of its citizens.
- By studying the history of the Great Depression and New Deal, students will be able to apply their learning by reflecting on their actions as an active member of their society.

- [Rubric: Standard 1](#)



**Formative Assessment:** *The primary purposes of formative assessments are to gauge student understanding of content and think about what they have learned. These assessments are not necessarily graded.*



- [Horizon Assessments](#) - a collection of multiple choice test items.



**Learning is a Product of Thinking:** *What opportunities will students have to think about content and how it relates to themselves, others, and life in and beyond school? Use any time during class (bell ringer, exit ticket etc..)*

- [Visible Thinking Routines \(Main Toolbox\)](#)
- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

**Ready to Use Visible Thinking Routines -  
These are set to "View Only." Make a Copy to Use with Students**

<a href="#">Frayer Models: Concepts &amp; Content</a>	<a href="#">Walk the Week</a>	<a href="#">3-2-1 Bridge</a>	<a href="#">Surprising, Interesting, Troubling</a>
<a href="#">Headlines!</a>	<a href="#">+1 Routine</a>	<a href="#">What Makes You Say That?</a>	<a href="#">1-2 Minute Essay</a>
<a href="#">Connect, Extend, Challenge</a>	<a href="#">Projecting Across Distance</a>	<a href="#">Projecting Across Time</a>	<a href="#">The Explanation Game</a>
<a href="#">Facts or Fiction</a>	<a href="#">Unveiling Stories</a>	<a href="#">Stories</a>	<a href="#">Main-Side-Hidden</a>
<a href="#">Parts, People, Interactions</a>	<a href="#">Parts, Perspectives, Me</a>	<a href="#">Parts, Purposes, Complexities</a>	<a href="#">Circle of Viewpoints</a>
<a href="#">The 3 Whys</a>	<a href="#">Circles of Action</a>	<a href="#">Here Now There Then</a>	<a href="#">See Think We Me</a>
<a href="#">Beginning, Middle, End</a>	<a href="#">Values, Identities, Actions</a>	<a href="#">Imagine If</a>	<a href="#">What Can Be</a>
<a href="#">I Used to Think... Now I Think</a>	<a href="#">Claim Support Question</a>	<a href="#">Question Starts</a>	<a href="#">Word Phrase Sentence</a>
<a href="#">Relevant or Not</a>	<a href="#">Learning to Infer</a>	<a href="#">Anticipation Guides</a>	<a href="#">Text-Text, Self, World</a>



**Summative Assessment:** *How might students demonstrate mastery of the learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.
- Summative assessments should use our [Standard 1 Rubric](#)
- See the bottom of the guide for PBA options for this unit.

- These POG resources support student reflection.

POG Reflection		
<a href="#">Reflection Cards</a>	<a href="#">Self-Assessments</a>	<a href="#">IB Aligned Self-Assessments</a>



**Scaffolds and Supports for [Special Education](#), [English Learners](#), [Advanced Learners](#)**

There are 13 Academic Language and Disciplinary Concept sheets linked below shaded in green. See more information [from the ESOL department about academic language here](#).

- Students access and use the academic language needed to engage in a task;
- Students are able to communicate their thinking at high levels;
- Instruct with attention to the discourse, sentence patterns, and words that students need.

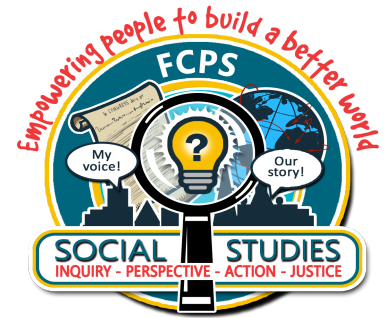
The additional supports (not shaded) are from a variety of sources.

<a href="#">Analyze</a>	<a href="#">Cause and Effect</a>	<a href="#">Classify</a>	<a href="#">Compare and Contrast</a>
<a href="#">Evaluate</a>	<a href="#">Infer</a>	<a href="#">Inform</a>	<a href="#">Inquire</a>
<a href="#">Justify</a>	<a href="#">Persuade</a>	<a href="#">Problem Solve</a>	<a href="#">Sequence</a>
<a href="#">Synthesize</a>	<a href="#">AAP Critical and Creative Strategies</a>	<a href="#">Graphic Organizers in Google</a>	<a href="#">Sentence Starters</a>
<a href="#">Primary and Secondary Source Graphic Organizers from the National Archives</a>		<a href="#">Secondary Education Literacy Strategies</a>	

 Meaningful Learning Experiences 

*These resources use unit specific content to support the development of students' skills & thinking.*

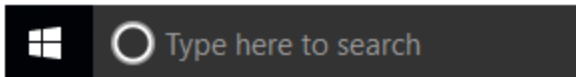
- FCPS Created [Digital Background Information Collections](#)
  - [The Great Depression](#)
  
- Historical Thinking Skills Activities
  - Cause and Effect: [Great Depression, Harlem Renaissance](#)
  - Continuity and Change Over Time: [Economic Depressions, Harlem Renaissance](#)
  - Perspectives: [The New Deal](#)
  - Periodization: [New Deal, FDR's Black Cabinet](#)
  - Story-Telling and Narrative Creation: [The Great Depression](#)
  - Connections [Breadline](#)
  
- Stanford History Education Group [Log-in Required](#)
  - [Mexican migration in the 1930s](#)
  - [New Deal SAC](#)
  - [The Dust Bowl](#)
  - [Social Security](#)
  - [Migrant Mother Photograph](#)
  - [Lange's Iconic Photograph](#)
  - [Mexican Immigration in the 1920s](#)
  - [Labor History](#)
  - [KKK Parade](#)
  - [Breadlines in the 1930s](#)
  - [Labor Movement in the 1930s](#)
  - [Mexican Americans in the 1930s](#)
  - [Bonus Army](#)
  - [Dust Bowl](#)
  - [Migrant Mother](#)
  - [Migrant Mother Significance](#)
  
- [SOL Content Summaries and Activities](#)



### Additional Disciplinary / Content Area Resources

(Basal resources, Library Resources, Media Collections)

- **Digital Textbook:** Virginia and United States History
  - Topic 13: The Great Depression and the New Deal 1928-1941
- [FCPS Library Databases](#)
- [Smithsonian Primary Source Database](#) (username and password is "fairfax")
- [The Living New Deal](#) - Digital History Project
- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)
- **eMaps - 100's of pre-created digital maps**
  - Type "emaps" in your search bar to access



### [Additional Digital Tools](#) (Not specific to content)

*Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning*

- **Padlet:** Students study images of the Great Depression era and comment about what they notice or stands out most
- **EdPuzzle:** Students watch a video about the New Deal programs and answer questions about what each program did. They could also categorize the programs as either relief, recovery, or reform.
- **Hyperdoc:** Collection of images and accounts from various social groups about their experience during the Great Depression
- **Flipgrid:** Students create a video about which New Deal program they felt had the largest impact on American society

### Complete Unit Specific Performance Assessments

#### [Standard 1 Rubric](#)

- [FCPS Created Performance Based Assessments](#)
  - [Google Site \(Social/Cultural Movements\): Impact of the New Deal](#)
- C3 Inquiries for this Unit [General](#) and [VA Hub](#)
  - [Was the New Deal a good deal?](#)
  - [Was the Dust Bowl a perfect storm?](#)

PBA Templates - Use and Modify these 3 Formats to Design your Own PBA

Support a Claim or Position

Digital Portfolio

Taking Informed Action

[Suggested Planning Template to](#)

[Suggested Planning Template to](#)

[Suggested PBL Template to Modify/Use](#)

### Modify/Use

**Goal:** Students construct an argument (e.g., detailed outline, visual, essay) using specific claims and relevant evidence from sources while acknowledging competing views.



### Modify/Use

**Goal:** Students create artifacts/products that demonstrate their learning related to the essential question.



**Goal:** Students act in ways that allow them to demonstrate agency in a real-world context.

